

The Classical Outlook

Continuing Latin Notes

OCT 9 1936

Published monthly, October to May, inclusive, by the American Classical League
New York University, Washington Square East, New York City

Price of subscription, \$1 per year. The annual fee of \$1 for membership in the American Classical League includes subscription to THE CLASSICAL OUTLOOK.

Entered as second class matter March 20, 1924, at the post office at New York, N. Y., under the act of March 3, 1879.

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VOL. XIV

October, 1936

No. 1



MISS FRANCES E. SABIN

JOURNEYS AND ADVENTURES

In the fall of 1923 a woman passenger made a journey by train from Madison, Wisconsin, to New York City. Fellow passengers would not have suspected that this apparently tranquil trip was the beginning of an epoch in the teaching of Latin in this country; but so it was. They could not possibly know that their traveling companion was Miss Frances E. Sabin, who had already done more for secondary Latin than any other one woman in the country, and who was on her way to found the Service Bureau for Classical Teachers as a branch of the American Classical League. In 1923 the Service Bureau was a dream in Miss Sabin's mind; in 1936 the Service Bureau is known among teachers of the classics throughout the length and breadth of the land.

Miss Sabin's life has, in a sense, been a series of such journeys, adventures, dreams come true. As a young graduate of the University of Michigan, she set out ambitiously to teach Latin better than it had ever been taught before; and it was not long before her brilliant work began to attract wide attention. From the high school at Fort Wayne, Indiana, she was called to Oak Park, Illinois. Here she was instrumental in designing and executing a "Classical Room" which soon became famous. She also taught at the Northern

Illinois State Normal School at De Kalb, and for one year took a "breathing space" to study in Rome.

In 1913 the cry for the "practical" in education was being raised with loud insistence, and the study of Latin was at a low ebb. In that year Miss Sabin prepared an exhibit entitled "The Relation of Latin to Practical Life." She displayed the whole set of beautifully lettered and illustrated posters at a meeting of the Classical Association of the Middle West and South held at Indianapolis in April, 1913; and to say that it took the meeting by storm is to put the case mildly. Members of the Association who saw the exhibit still speak of it and of the compelling impression which it made on all observers, professional classicists and laymen alike. Many persons give Miss Sabin credit for staying, with that one project, a great part of the anti-Latin feeling over the country.

In 1914 Miss Sabin became assistant professor of Latin at the University of Wisconsin and took charge of teachers' training and demonstration courses in Latin. The same year she published her first book, "The Relation of Latin to Practical Life"—a summary of the famous exhibit, with instructions for the construction of others like it. Not content to rest upon her laurels, Miss Sabin now proceeded to organize a state-wide service bureau for Latin teachers. She encouraged Latin teachers to send in devices which they had found useful or to write for advice or help. She published a tiny leaflet called "Latin Notes" and distributed it to teachers of Latin in the state. In 1916 her fine work gained her the vice-presidency of the Classical Association of the Middle West and South.

From the idea of a state service bureau to that of a national one was a logical step. Dean Andrew F. West, first president of the American Classical League, succeeded in having the national bureau set up at Teachers College, Columbia University. In November, 1923, "Latin Notes" made its appearance as a publication of the League Service Bureau. Immediately both the bureau and the periodical were hailed with joy by teachers throughout the country. Together they have helped, encouraged, and inspired Latin teachers by the thousands; and through them Miss Sabin has been, in her own phrase, "a minister of munitions to the classics."

In 1930 the Bureau was moved to the Washington Square branch of New York University, and Miss Sabin was made Associate Professor of Education there. In 1936, after a life of service such as is the lot of few, she retires and becomes Associate Professor Emeritus.

Upon what new adventure will she enter now? Is it to be travel? Perhaps. She is an inveterate globe-trotter, having been abroad 13 times in addition to a nine months' trip around the world in 1932-1933 and speaks as familiarly of India, China, and Egypt, as of Italy and Greece. Is it to be social or club activity? Perhaps. She is a member of Pi Beta Phi sorority and Phi Beta Kappa, and of the Pen

and Brush Club, as well as of most of the scholarly organizations in her own field. Shall it be writing? Undoubtedly. She is the author of several books, among them "Classical Associations of Places in Italy," and "Classical Myths That Live Today." To these she is already planning to add another, "Classical Allusions in the New York Times." She has an active interest in art and in books; and she is looking forward to the joy of indulging these interests at leisure.

May her retirement bring her long years of peace and of scholarly enjoyment!

—L. B. L.

THE CLASSICAL OUTLOOK

BY W. L. CARR

Teachers College, Columbia University
President of the American Classical League

On July 1, 1936, the American Classical League began its eighteenth fiscal year as a national organization of teachers and friends of the classics. The object of the organization, as stated in Article I of the Constitution, is "to improve and extend classical education in the United States, to supplement and reinforce other existing agencies, and to advance the cause of liberal education."

One of the important activities which the League has sponsored from the outset is an open meeting held annually in connection with the summer meeting of the National Education Association. Indeed, the League had its inception at a Classical Conference, called by Dean Andrew F. West of Princeton University, in connection with a meeting of the N.E.A., which was held in Pittsburgh in the summer of 1918, and the formal organization of the League was effected at a meeting of the N.E.A. held in Milwaukee the following summer. These annual meetings of the League have served the purpose of "keeping the classics on the map" at these none too classical meetings of the N.E.A. by providing each year a rallying place for friends of the classics who come to the summer meetings from all parts of the country. They have also offered teachers of the classics a much appreciated opportunity to gain inspiration and practical help for making Latin and Greek more effective instruments of education in their respective classrooms. For the past three years the League has also cooperated with the Department of Secondary Education of the N.E.A. in conducting a round-table conference on various questions concerned with the teaching of the classics. The increasing importance of the winter meeting of the Department of Superintendence of the N.E.A. has made it seem desirable that the League should have a definite part in the program of that meeting and plans are now being made for the League's participation in the meeting to be held in New Orleans next February.

In undertaking the Classical Investigation of 1921-1924 the League entered upon a new field of activity, namely that of research. In carrying out this enterprise the League showed that it was no narrow-minded defender of the *status quo* or a *laudator temporis acti*. The committee charged with the conduct of that investigation courageously faced the facts discovered and in its *Report* made definite recommendations for certain almost revolutionary changes in content and methods of instruction which it believed would improve the teaching of Latin and Greek in the schools and colleges of the country.

As an almost necessary consequence of the Classical Investigation and the recommendations contained in the *Report* the League established in 1923 the Service Bureau for Classical Teachers, which through its numerous publications and through personal correspondence has rendered first aid and continued aid to literally thousands of teachers of the classics all over the country who felt the need for new and better materials and methods of instruction.

Among the outstanding activities which the League as a national organization has had occasion to sponsor should be mentioned the nation-wide celebration in 1930 of the 2000th anniversary of the birth of Vergil and a similar celebration of Horace's 2000th anniversary in 1935. Each of these celebrations elicited the participation in one form or another of practically every teacher and student of the classics in the whole country and provided an excellent medium of increasing interest in the classics on the part of the general public.

From this very brief review of the League's history it may be seen that its activities have centered, with varying emphasis, around publicity, research, and service. These activities the League will endeavor to continue during the coming year with an even increased emphasis upon activities connected with publicity and research. Increased activity in these two fields was foreshadowed by the appointment during the past year of a committee on National Lookout, with Professor C. C. Mierow, of Carleton College, Northfield, Minnesota, as chairman, and of a committee on Research, with Professor Mark E. Hutchinson, of Cornell College, Mount Vernon, Iowa, as chairman. Furthermore, at the annual meeting of the Council on May 23, 1936, there was created a committee on Cooperation with the National Education Association, with Dr. Anna P. MacVay as chairman. The creation of this committee and the appointment of Dr. MacVay as its chairman is only a formal recognition of a cooperation which has existed from the first and of a special service which Dr. MacVay as First Vice President of the League has long rendered.

In spite of the increased emphasis which during the coming year will be placed upon research and publicity, there will be no lessening of educational service to members of the League. Miss Dorothy Park Latta brings to her position as Director of League Service and Publications some fifteen years' experience as a teacher of the classics, about half of those years in public and private high schools, and a year's study at the American Academy in Rome. A part of her professional training was secured under Professor Sabin at the University of Wisconsin. Since 1928 she has held the position of Instructor in Classics in Washington Square College of New York University. For the past year Miss Latta has served as the League's Chairman of the Committee on State Conferences and has established a wide personal and professional acquaintance among classical teachers of the whole country.

Dr. Lillian B. Lawler, who with this number of THE CLASSICAL OUTLOOK makes her bow as editor of the League periodical, is Assistant Professor of Classics at Hunter College. She brings to her editorial position several years of teaching experience on secondary-school and college levels. For the past two years Dr. Lawler has been an associate editor of *Latin Notes*. She is also the author of numerous articles on classical subjects, which have appeared in *The Classical Journal* and *The Classical Weekly*, and of some hundred Latin plays and pageants. Bulletin XII, "The Latin Club," is one of the most popular of her long list of League publications. No one doubts that under Dr. Lawler's editorship THE CLASSICAL OUTLOOK will continue the service of inspiration and practical assistance which *Latin Notes* has rendered during the past thirteen years.

The new name for the League periodical was adopted by the Council partly because the old name was in a sense a personal possession of Professor Sabin's which she had brought with her from the University of Wisconsin, and also because the old name seemed to exclude the interests of teachers of Greek, although in fact it did not do so, as any reader of *Latin Notes* can testify.

As has already been said the League has always considered that its paramount duty was to help improve the quality of

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instruction in the Latin and Greek classrooms of our schools and colleges. That is the chief purpose of the annual meetings which it sponsors. That was the chief purpose of the Classical Investigation. That has been the purpose of the hundreds of documents which the League has published during the past seventeen years and which range from single-page mimeographed sheets to fair-sized books. Improvement of instruction has been and will continue to be the purpose of the League periodical. And improvement in teaching materials and in classroom techniques is the purpose of the studies and experiments which are to be carried on by the newly organized Committee on Research.

The officers of the League realize, however, that these are times when the League must engage vigorously in certain activities which lie outside the field of research or service and in the field, one may almost say, of propaganda and defense. A teacher can not teach if his classes are legislated out of existence, and there are today in many states organized pressure groups determined to force this or that pet subject into an already crowded school curriculum with little regard for the subject or subjects which their innovations would displace. There is need for warning against those false prophets who would try to deceive administrative officers into believing that mere *change* is necessarily *progress* and against those eager enthusiasts who plead for breadth in our educational program but who do not seem to understand that any *solid* must have depth and length as well as breadth. Indeed, a good many of our educational theorists are themselves becoming alarmed at the way in which some of the educational experiments which they have inspired are working out in actual practice. They have seen, for example, that an overly sentimental application of the doctrine of interest may easily produce a generation of young men and women who lack the capacity to undertake or to stick to any task that does not happen to appeal to them at the moment. And they have seen that certain efforts at curriculum revision hopefully designed to give the pupil greater *breadth* of experience with life as it is lived today have succeeded only in giving him *no depth* and *no background*.

Now what is our duty and obligation as teachers of the Classics at a time like this? It seems to me that each of us is under a special obligation to take stock of his own objectives and materials and methods with a view to making his classroom more than ever before a center of stimulating and broadening and deepening experiences for each of his pupils. But that is not our whole duty in the days just ahead. Each of us must become an educational diplomat and seize every opportunity both in his own school system and in his state school system to oppose the almost fanatical attacks which are being directed at the Classics from certain quarters. And we must win as allies teachers of other subject-matter courses, especially teachers of the modern languages, of mathematics, and of the sciences, who are beginning to realize that they, too, are under fire.

Our fight is not for the Classics alone, but for sound liberal education. The American Classical League is dedicated to that fight on a national scale and stands ready to help each teacher as an individual and to help any state or regional organization engaged in that fight.

CHRYSOLORAS, ERASMUS, AND SIR JOHN CHEKE

BY JAMES STINCHCOMB
University of Pittsburgh

Our predecessors were never timid about showing originality. Classical scholars were the earliest educators in America to form organizations devoted to the improvement of their pedagogy. Teachers of Latin were the first to make

a wide and thorough scrutiny of their exact contribution to the national culture. The Latinist who visits a meeting of a progressive education association sees in its display of methods and equipment very little that was not first developed in some Latin classroom.

Chrysoloras is one of the heroes of our profession. He met a need in his generation. He made Western Europe hungry for the learning of ancient Greece, and he met the need so effectively that by the day of his death in 1415 a renaissance of all learning was in progress. A little later, seeing in British education the need of Greek study, Sir John Cheke established it and made it a tradition. When Europe needed an amalgamation of the study of Roman letters and arts with those of Greece, it was Erasmus who saw the need and defied the conventions of scholarship to meet it.

When we admire the achievements of those great teachers of old who worked singly, with never a thought of joining a Classical Association, our perspective lets us see why American scholarship is distinctive. Our own forerunners co-ordinated their scholarly activities with teaching enterprises and founded organizations which today enable us to meet the needs of our own time. From them we have learned that in union there is, for us, more than mere strength. On two recent occasions, for instance, we have been patriotically proud to see that the efficiency of our American classical bodies made it possible to pay two great Roman poets an honor that was due them. Latin teachers know that they are every day indebted to some enterprise undertaken by one or another of our classical societies. Most of all, the younger Latinists like to reflect upon the Classical Investigation. We see that its concerted labor was a vivifying experience for those who took part in it. We are in frank and open search for a similar spectacular opportunity to show our prowess and improve our workmanship.

To those still under forty the great program of the Classical Investigation seems, although far less picturesque, just about as remote as the experiences of Chrysoloras, Erasmus, and Sir John Cheke. These younger teachers are in optimistic agreement that classical studies have before them in America a future no less brilliant than their history. Yet optimism does not blind them to dangers. When college presidents advise them not to try to find careers in the dead languages, they review in their perplexity the educational scene of which they are a part. They plainly see the need of classical study in that scene, and they are determined that the need shall be met. Sometimes they overlook the fundamental importance of the organizations in meeting it.

We do well to emulate Chrysoloras and Sir John Cheke, but we must do it in the manner that suits the American scene and the American social habit. We must learn the informational content of the minds of our pupils as Sir John learned about his. We must examine the emotional and intellectual habitude of our school-boys as closely as Chrysoloras inspected that of his migratory students in the fifteenth century. We must correlate all our collective knowledge with our pupils' needs and equipment. We can do all this efficiently and cooperatively through our organizations. Great projects are formulating themselves in the minds of the teachers of Latin. Every classical body in the country can throw its resources into a worthy project overnight, if we are ready to carry it through like Americans, not like mediaeval lone wolves or knights errant. No teacher dares to say, "I can not afford to belong or to go to meetings." The truth is that no teacher can afford to neglect them.

The Manes of Chrysoloras, Erasmus, and Sir John Cheke will be the first to praise our cooperation. They will know that all our organizing and all our proclaiming of values and objectives will fail to make of us the powerful factor

in education which our predecessors were, unless we fit as effectively into the scheme of the middle of this century as they harmonized with that of their lifetimes.

EVAN TAYLOR SAGE

Teachers and friends of the classics all over the country will grieve to hear of the passing of Dr. Evan T. Sage, head of the department of Latin and Greek at the University of Pittsburgh, on May 30, 1936, after a determined fight against a throat infection. On June 5th his university conducted memorial services in his honor in the room on the top floor of the Cathedral of Learning which was to have been his classroom upon the completion of the building. The officiating clergyman was Rev. Harold Gilmer, formerly an instructor in classics at the University of Pittsburgh.

Dr. Sage was but fifty-five years old at the time of his death. A native Nebraskan, he received the degree of Doctor of Philosophy at the University of Chicago. He taught at the Universities of Colorado, Idaho, and Washington, before joining the faculty of the University of Pittsburgh in 1913. His teaching there was interrupted by service in the U. S. Army Air Corps during the World War. In 1919 he returned to the University of Pittsburgh as head of the department of Latin, succeeding Dr. B. L. Ullman.

A member of all the scholarly associations in his field, Dr. Sage was a regular attendant at most of the meetings. He frequently read papers at these gatherings, and his hearers will remember his rather sly wit on those occasions. He served for a year as president of the Classical Association of the Atlantic States, and was for a time associate editor of *The Classical Weekly*. He was a contributor to *The Classical Journal*, and his published books dealt with Petronius and with Cicero's letters.

It is a particularly sad duty to record this death in the first issue of *THE CLASSICAL OUTLOOK*; for Dr. Sage was the editor's first college Latin instructor. To his timid younger students he was always as kindly as a father; to his graduate students he was a sympathetic and inspiring guide.

Sit ei terra levis!

—L. B. L.

GEORGE HOWE 1876-1936

Dr. Howe was educated at Princeton (class of 1897) and at Halle where he received his doctor's degree in Classics in 1903. Thereafter he was Professor of Latin and for many years Head of the Department of Classics in the University of North Carolina. Due to failing health he was on leave of absence for the college year 1935-1936, and he resigned his position in May. He died suddenly in June.

Dr. Howe was a splendid interpreter of Roman Literature, more especially of poetry, and of Vergil, whose work he loved to teach to graduates and undergraduates. In this field he studied a great deal, and has published the results of some of his studies.

As a member of the faculty he served on important committees during his whole career, and was particularly helpful in matters requiring sound judgment. During his last year of active service he was an elected member of the Advisory Committee to the President and a member of the Administrative Council of the Consolidated University.

—G. A. HARRER.

HAVE YOU TRIED THIS?

A Translation Device. Some teachers have succeeded in turning translation from a dreary struggle into a challenge to the wits by the use of a device which we may call "The

Detective." It is particularly useful in a class of young pupils. In introducing formal translation these teachers address the class somewhat as follows: "Enter a Latin sentence not as a crossword puzzle fan but as a detective anxious to solve the mystery of the sentence. Every word that you meet will bear examination for clues as to the meaning that you are seeking. Be observant! Pass nothing by in haste. The first word may by a nominative ending give you a very strong clue as to who did the deed. The next, an adjective, may give you some clue as to the character of the person who did the deed. The following word may suggest the weapon or instrument by which the deed was done. A phrase may be the scene of the deed or even the motive. And so it goes. Avoid jumping about from word to word in a fussy, hysterical way, ignoring important clues. Go calmly, examining each word as you meet it, and finally put your thoughts together as a detective constructs his case. If it doesn't make sense, then something is wrong with some of your deductions, and you must go over your clues again." Pupils at the "mystery story" age seize upon this device with great glee; and by the time the novelty wears off, good translation habits are well on their way to formation.

A Community Classical Club. If the community is large enough to have several Latin teachers, or if several towns are near enough for easy intercourse, a community Latin teachers' club may be formed. Meeting no more frequently than once a month, such a club may furnish both relaxation and professional stimulus. It may be an evening gathering at the home of a member or a more formal assembly in a schoolroom on a Saturday. It may be a Latin or Greek reading club, in which some author is chosen for the year, and members take turns translating and commenting on the text at meetings. If members are really interested, and work as they would for a graduate class, it can well be almost as valuable as an actual university course. Some clubs of this sort continue for years, and cover large portions of the best works of Latin and Greek literature—a proceeding that gives a Latin teacher an unusual background for classroom teaching.

Again, if teachers find it impossible to keep up subscriptions to all the professional magazines in their field, the organization may become a journal club. One member may subscribe to the *American Journal of Archaeology*, one to *Classical Philology*, one to *The Philological Quarterly*, one to *Language*, others to British classical periodicals. Needless to say, all the members should feel it a professional obligation to support *The Classical Journal*, *The Classical Weekly*, and we hope, *THE CLASSICAL OUTLOOK*. At stated intervals, various members would report to the club on the periodicals assigned to them. The same idea may be followed in the case of new books, each member reviewing one a year, for the benefit of the rest of the club. Perhaps the club might prefer to devote a year to the reading and discussing of all the League Service mimeographed material. Or in some cases the club may even become a research organization, with all the members cooperating in a study of interest to the whole group.

Some communities have even made trial of a classical club composed of Latin teachers, Latin students, and parents and friends of the students. By its very nature such a club must be somewhat popular in tone, and more than a little social. If well managed it can combine the features of adult education, enrichment work, and exhibition projects. Programs may be alternately in the hands of parents, teachers, and students; or each may be a composite piece of work. Illustrated talks, Latin songs and games, and simple plays may feature the programs. If it seems desirable, programs may follow the seasons of the year. Thus in October there may be Roman ghost stories and fortune-

telling, in November patriotic stories, in December a Saturnalia program or a program about the early Christians in Rome, in January a program dealing with the New Year and the Roman calendar, in February Roman love poetry and love stories, in March an Ides of March program or a Liberalia program, in April a celebration of the birthday of Rome, and in May perhaps a pageant or a banquet. Sometimes an outside speaker may be invited to address the club; sometimes the whole organization may visit a nearby museum. The ultimate outcome of such a club, if it is skillfully handled, can hardly fail to be a greatly increased interest in classical antiquity on the part of a large percentage of the patrons of the school.

—L. B. L.

MIRABILE DICTU

Oddities From Here and There in Classical Literature

A Potential Forger. Suetonius recounts how the emperor Titus enjoyed writing in ciphers and often did it with his clerks, for fun. He was fond also of "speed contests" in shorthand. He could imitate any handwriting that he saw and often boasted that he would have made a good forger.

An Imperial Literary Light. Domitian was prematurely bald, a fact which caused him much concern, according to Suetonius. He wrote a monograph on the nourishment and preservation of the hair—but apparently to no avail!

Controversiae. Seneca has preserved for us the subjects of several debates and discussions held in Roman schools. The following are samples:

"A man and his wife swore that if anything happened to the other, the survivor would commit suicide. The husband, returning from a trip abroad, sent a messenger to tell his wife that he was dead. The wife jumped over a cliff but was not killed. When she recovered, her father demanded that she leave her husband. She refused, and was disinherited." Was she right or wrong?

"A man kidnapped by pirates wrote to his father to ransom him, but the ransom never came. The daughter of the pirate chief made him swear to marry her if he should be released. She helped him to get away, and followed him. He led her to his home. His father demanded that he marry a widow. The son refused." Was he right or wrong?

"A father disinherited his son, whereupon the son studied medicine. The father, ill, was given up as dead by his physicians. The son cured him, and was reinstated. Later, his stepmother grew ill, and the father bade the son cure her. The son refused." Was he right or wrong?

A Few Remedies. The following are a few cures suggested by Pliny the Elder for the ills that afflict mankind:—

For sore throat: Have a servant kneel behind and above you, grasp your hair in his teeth, and lift you sharply off the ground.

For nosebleed: Push tadpoles up the nose.

For a bone in the throat: Rub the rest of the meat or fowl on your head.

For sneezing: Kiss a mule.

For falling hair: The ashes of burnt crabs, boiled in bear's grease and applied to the head in the full of the moon.

For headache: Touch the forehead with the trunk of an elephant just as it sneezes.

BOOK NOTES

Greek Sculpture. Edited with an introduction by D. C. Wilkinson. New York: Oxford University Press. \$2.00.

This book is a collection of 104 plates of the better known examples of Greek Sculpture. The usefulness of such a compilation lies in the gathering into the confines of one inex-

pensive volume plates for the student. The introduction gives a clear and brief exposition of the history of Greek Sculpture, taken by Mr. Wilkinson from the chapters on Greek Art from the "Cambridge Ancient History" and the works of A. W. Lawrence. Some will disagree with the chronology and attribution of a few of the works.

The Roman's World. By Frank Gardner Moore. 515 pp. New York: Columbia University Press. \$3.75.

An interesting presentation of the world in which the typical Roman of one age after another lived. This book touches on all sides of the Roman's life, public and private. The plates and maps are excellent.

A NEW BOOK BY MISS SABIN

In publishing her latest book, "Classical Allusions in The New York Times," Miss Sabin has made a valuable addition to her already long list of reference material designed to help boys and girls, and adults as well, see the practical value of a knowledge of the classics. This new contribution takes the form of a collection in booklet form of quotations from fairly recent numbers of *The New York Times* which contain classical references or allusions. The booklet furnishes a convincing answer to the statement sometimes made by uninformed persons that, while Shakespeare, Milton, Spencer and other such writers may demand of their readers some considerable knowledge of Classical themes, the reader of modern newspapers and current literature needs no such erudition.

The passages included in this booklet are quoted verbatim with the classical reference or allusion printed in red. In many cases a brief note of explanation follows the quotation, for the benefit of the reader to whom the allusion may be but dimly remembered from school or college days or to whom it may be entirely unknown. The booklet will undoubtedly prove useful to teachers of English and of history as well as to teachers of the Classics.

The price of the book is \$1.00 postpaid. Orders should be sent to Miss Frances E. Sabin, 31 East 12th Street, New York, N. Y. The following examples will illustrate the procedure employed, except that the words here printed in bold-face appear in red in the book itself.

FARM ARGONAUTS SAILING TO ALASKA. 100 families from drought areas depart from San Francisco May 1 and 4.

—New York Times, April 21, 1935.

Argonauts—men who set forth on some adventure involving great risks, usually with the idea of ultimate gain in mind. Jason, together with some of the most valiant of the Greeks in a stout ship called the Argo, went in search of the Golden Fleece on the East Shore of what is now the Black Sea and after many adventures succeeded in getting it.

In our beloved city *facilis descensus Averno*, for there is scarcely a street which does not offer a gaping embryonic subway or an excavation for some new building.

N. Y. T. June 8, 1930

Avernus. From this lake in Southern Italy a dark path was thought to lead down to the Lower World where the wicked were suffering punishment. The name of this place corresponds roughly with the English word hell. But the souls of the good also descended to dwell in bliss in the Elysian Fields.

A new Cassandra predicts our imminent doom. N. Y. Times Book Review March 18, 1932.

A Cassandra utterance—words which foretell evil and are not heeded. During the siege of Troy Cassandra many times said that the Trojans would be defeated, but no one believed her.

ANNOUNCEMENTS OF MEETINGS

The next meeting of the Pittsburgh Classical Association will be held October 17. The organization of Latin curricula will be discussed by Dr. E. B. deSauzé of the Cleveland public schools.

—J. Stinchcomb.

A second Classical Conference will be held in connection with the Middle States Association of Colleges and Secondary Schools in Atlantic City on the Saturday following Thanksgiving Day. The first conference, which met last fall, was attended by over one hundred persons and produced a demand for more such conferences. Those present suggested "Pupil Activity" as the central idea for this year's program. It was proposed that such topics as the following be considered: "What is pupil activity?" "Where is it?" "How does it affect us in Latin classes?" "What shall we do about it?" For the comfort of our spirits, harried by trying to teach in these new days, at least one paper will be dedicated to the spirit of scholarship. The place of the conference is Haddon Hall; the date, Saturday, November 28, 1936; the time, 10:00 A. M.

—Mildred Dean, Chairman.

LEAGUE NEWS AND ANNOUNCEMENTS

On Monday, June 29th, The American Classical League held a round table conference on Recent Trends in the Instruction of Ancient Language in the High School and New Curriculum Materials in cooperation with the Department of Secondary Education at the National Education Association meeting in Portland, Oregon. Miss Calla Guyles of the University of Wisconsin led the discussion. Miss Julianne Roller of Franklin High School, Portland, gave a paper on Recent Trends in the Teaching of Latin, and Miss Dorothy Park Latta a short talk on what the American Classical League is doing for the teacher along the lines of the subject of discussion.

The sixteenth annual meeting of the American Classical League in conjunction with the N. E. A. was held in Portland, Oregon, on July 1 and 2. Professor Frederic S. Dunn of the University of Oregon presided on July 1. The program was as follows: Message from the President, Wilbert L. Carr, Teachers College, Columbia University; The Classicist and the Young Citizen, Miss Dorothy Park Latta, New York University; Some Passages from Cicero's Letters, Lemuel Robertson, University of British Columbia; The Spirit of Classical Teaching in America, Leon J. Richardson, University of California. H. Ess Askew of San Francisco was unable to be present to give his paper on Roman Sculpture.

On the evening of July 1 a banquet was held at the University Club at which the Rev. R. A. Court Simmonds presided. Professor Arthur P. McKinlay, University of California at Los Angeles, read a paper on The "Wine Bibbing" Homer.

At the second session on July 2, Miss Dorothy Park Latta presided. The program was as follows: The Conjunction of Virgo, Hippolyta, and Mary, Frederic S. Dunn, University of Oregon; Panel Discussion, "Progressive Education in Relation to Latin," Leader, Orville C. Pratt, Superintendent of Schools, Spokane, Miss Helen L. Dean, Lewis and Clark High School, Spokane, Miss Calla A. Guyles, University of Wisconsin, John C. Veatch, Attorney, Portland, Barry Cerf, Reed College; Sense and Sound in Classical Poetry, O. J. Todd, University of British Columbia; The Classics on the Frontier, W. P. Clark, State University of Montana; The Best Line in Latin Poetry, Rev. John Margraf, University of Portland. Music by students from Portland high schools was graciously provided at both meetings.

Special thanks and approbation are due to Professor Frederic S. Dunn of the University of Oregon as chairman of the Program Committee, and also to Miss Irene Mate Campbell, Jefferson High School, Portland, as chairman of the local committee, and to her committee members.

The Director of League Service and Publications urges anyone who has an interesting project, experiment in teaching, play, aids, background material, or clever student work to send it to the League for possible publication. The League is eager for your contributions.

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